

CLIO ELEMENTARY/MIDDLE

P.O. Box 68
Clio, S.C. 29525

GRADES PK-8 Elementary School

ENROLLMENT 291 Students

PRINCIPAL Beverly J. Gurley Ed.D 843-586-9391

SUPERINTENDENT Dr. David Sherbine 843-479-4016

BOARD CHAIR Ronald B. Henegan 843-479-7838

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	49	48	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 6 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

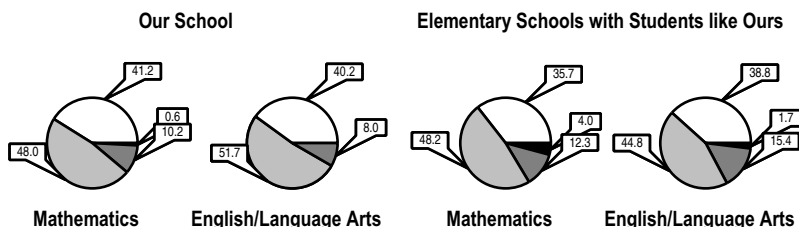
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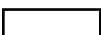
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	23	35	27
Percent satisfied with learning environment	82.6%	91.4%	75.0%
Percent satisfied with social and physical environment	95.5%	91.4%	64.0%
Percent satisfied with home-school relations	52.2%	100.0%	66.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	186	97.8	40.2	51.7	8.0	N/A	8.0	17.6
Gender								
Male	97	96.9	43.3	52.2	4.4	N/A	4.4	17.6
Female	89	98.9	36.9	51.2	11.9	N/A	11.9	17.6
Racial/Ethnic Group								
White	15	93.3	46.2	53.8	N/A	N/A	N/A	17.6
African-American	163	98.2	40.3	51.9	7.8	N/A	7.8	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	164	98.2	36.9	54.4	8.8	N/A	8.8	17.6
Disabled	22	95.5	78.6	21.4	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	186	97.8	40.2	51.7	8.0	N/A	8.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	186	97.8	40.2	51.7	8.0	N/A	8.0	17.6
Socio-Economic Status								
Subsidized meals	175	97.7	41.2	50.9	7.9	N/A	7.9	17.6
Full-pay meals	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	186	99.5	41.2	48.0	10.2	0.6	10.7	15.5
Gender								
Male	97	100.0	39.1	52.2	8.7	N/A	8.7	15.5
Female	89	98.9	43.5	43.5	11.8	1.2	12.9	15.5
Racial/Ethnic Group								
White	15	93.3	42.9	42.9	14.3	N/A	14.3	15.5
African-American	163	100.0	41.7	47.4	10.3	0.6	10.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	164	99.4	41.4	46.9	11.1	0.6	11.7	15.5
Disabled	22	100.0	40.0	60.0	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	186	99.5	41.2	48.0	10.2	0.6	10.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	186	99.5	41.2	48.0	10.2	0.6	10.7	15.5
Socio-Economic Status								
Subsidized meals	175	99.4	40.5	48.8	10.1	0.6	10.7	15.5
Full-pay meals	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	32	N/A	45.2	38.7	16.1	N/A	16.1
	Grade 4	37	N/A	37.8	43.2	18.9	N/A	18.9
	Grade 5	38	N/A	47.4	39.5	13.2	N/A	13.2
	Grade 6	28	N/A	57.1	39.3	3.6	N/A	3.6
	Grade 7	25	N/A	36.0	64.0	N/A	N/A	N/A
	Grade 8	20	N/A	35.0	55.0	10.0	N/A	10.0
2003	Grade 3	50	100.0	26.5	63.3	10.2	N/A	10.2
	Grade 4	27	100.0	40.0	48.0	12.0	N/A	12.0
	Grade 5	38	100.0	52.8	41.7	5.6	N/A	5.6
	Grade 6	28	96.4	44.4	44.4	11.1	N/A	11.1
	Grade 7	26	96.2	37.5	58.3	4.2	N/A	4.2
	Grade 8	17	88.2	53.8	46.2	N/A	N/A	N/A

Mathematics								
2002	Grade 3	32	N/A	58.1	35.5	N/A	6.5	6.5
	Grade 4	37	N/A	40.5	40.5	16.2	2.7	18.9
	Grade 5	38	N/A	63.2	28.9	7.9	N/A	7.9
	Grade 6	28	N/A	35.7	50.0	10.7	3.6	14.3
	Grade 7	25	N/A	24.0	48.0	20.0	8.0	28.0
	Grade 8	20	N/A	50.0	45.0	5.0	N/A	5.0
2003	Grade 3	50	100.0	49.0	46.9	4.1	N/A	4.1
	Grade 4	27	100.0	24.0	64.0	12.0	N/A	12.0
	Grade 5	38	100.0	47.2	38.9	13.9	N/A	13.9
	Grade 6	28	100.0	35.7	42.9	21.4	N/A	21.4
	Grade 7	26	100.0	29.2	58.3	8.3	4.2	12.5
	Grade 8	17	94.1	60.0	40.0	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 291)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.6%	Down from 6.5%	2.6%	2.4%
Attendance rate	94.7%	Down from 94.8%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.3%	No change	5.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.5%	Down from 7.7%	8.0%	8.0%
Older than usual for grade	5.5%	Up from 4.8%	2.7%	1.1%
Suspended or expelled	2.4%	Down from 16.9%	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	56.5%	Up from 50.0%	46.7%	50.0%
Continuing contract teachers	82.6%	Down from 90.0%	78.1%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.0%	Up from 88.5%	80.3%	86.2%
Teacher attendance rate	95.2%	Up from 95.0%	95.0%	95.3%
Average teacher salary	\$40,468	Up 6.2%	\$38,109	\$39,909
Prof. development days/teacher	11.3 days	Down from 14.3 days	13.0 days	11.4 days

School				
Principal's years at school	1.0	No change	3.0	4.0
Student-teacher ratio	11.8 to 1	Down from 16.8 to 1	17.1 to 1	18.9 to 1
Prime instructional time	88.6%	Up from 86.3%	88.5%	89.7%
Dollars spent per pupil*	\$6,129	Up 12.6%	\$6,769	\$5,892
Percent spent on teacher salaries*	60.5%	Down from 65.3%	63.8%	66.6%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	95.9%	Down from 97.4%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Clio Elementary/Middle School, hereafter referred to as CEMS, had an enrollment of 304 students in pre-kindergarten through eighth grade during the 2002-2003 school year. Our ADM was posted at 288 with an average daily attendance rate of 95.9 percent for the year. All students were heterogeneously grouped and assigned to 19 homerooms staffed by certified teachers.

Clio Elementary/Middle School was served by five business partners; Carolina Power & Light, Rockwell Automation, Southeastern Farm Equipment Company, Clio Police Department, and the I Have a Dream Foundation. The Pepsi Cola Company of Dillon, area churches, and the PTA sponsored incentives for the students, faculty, and staff.

The CEMS staff focuses on teaching the curriculum approved and adopted by the State Board of Education. Students are instructed utilizing the Formula Three phonics-based decoding and reading program, the Reading Renaissance Program (Accelerate Reading), and a strong focus on reading readiness in the primary grades. Students are also instructed utilizing the Math Renaissance Program (Accelerated Math) daily in all math classes. A LightSpan lab and a computer lab are used to help reinforce reading and math skills through technology.

A school-wide team disaggregated the PACT data and addressed our school's weaknesses in an improvement plan. We particularly addressed those students who were short by only a few points of the minimum rating. The experienced, dedicated, and concerned staff of CEMS strive to meet the needs of all students while focusing on those most in need.

The faculty and principal of CEMS look forward to a successful 2003 - 2004 school year and encourage full parental and community participation.

Dr. Beverly J. Gurley, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.